

AGENDA ITEM X-H

CHAPTER 5 RULES APPLYING TO PUBLIC UNIVERSITIES AND/OR HEALTH-RELATED INSTITUTIONS OF HIGHER EDUCATION IN TEXAS

Subchapter D. OPERATION OF OFF-CAMPUS EDUCATIONAL UNITS OF PUBLIC SENIOR COLLEGES, UNIVERSITIES AND HEALTH-RELATED INSTITUTIONS

Section

- 5.71. Purpose.
- 5.72. Authority.
- 5.73. Definitions.
- 5.74. Off-Campus Educational Units.
- 5.75. Reserved.
- 5.76. General Principles for Off-Campus Educational Units.
- 5.77. Reserved.
- 5.78. Supply/Demand Pathway.

5.71. – 5.72. No change.

5.73. Definitions.

The following words and terms, when used in this subchapter, shall have the following meanings, unless the context clearly indicates otherwise:

- (1) Board -- The Texas Higher Education Coordinating Board.
- (2) Branch campus -- A major, secondary location of an institution offering multiple programs, usually with its own administrative structure and usually headed by a Dean. A branch campus must be established by the Legislature or approved by the Coordinating Board.
- (3) Commissioner -- The Commissioner of Higher Education.
- (4) FICE -- Identification number assigned to each institution by the Federal Interagency Committee on Education for reporting and other purposes.
- (5) FTSE -- The full-time student equivalent is determined by dividing the number of semester credit hours (SCH) generated at each level by a full-time standard for the level. For example: undergraduate SCH are divided by 15 (fall or spring semester) or 30 (annual); master's or first-professional SCH are divided by 12 (fall or spring semester) or 24 (annual); and doctoral SCH are divided by 9 (fall or spring semester) or 18 (annual).
- (6) Higher education center -- A Multi-Institutional Teaching Center, University System Center, or single institution center established by the Legislature or approved by the Coordinating Board for the specific purpose of offering academic credit

courses and programs from the parent institution(s). Higher education centers are of a larger size and offer a broader array of courses and programs than higher education teaching sites. They have minimal administration and (usually) locally provided facilities.

(7) Higher education teaching site – An off-campus teaching location that promotes access in an area not served by other public universities. Teaching sites offer a very limited array of courses and/or programs and do not entail a permanent commitment for continued service. Teaching sites may not own facilities, nor are they eligible for state support to acquire or build facilities. Teaching sites do not require Board approval or recognition.

(8) Multi-Institution Teaching Center (MITC) -- A higher education center administered under a formal agreement between two or more public higher education institutions. It may also involve one or more private institutions. It has minimal administration and locally provided facilities.

(9) Off-campus educational unit -- A subdivision under the management and control of an existing public university, university system, health-related institution or a combination of these units [hereinafter referred to as the parent institution(s)] in a geographic setting separate from the parent institution(s). Off-campus education units include teaching sites, higher education centers, university system centers, Multi-Institutional Teaching Centers, regional academic health centers, branch campuses, and all other off-campus educational endeavors.

(10) Parent institution -- The general academic institution or health-related institution that offers its courses, programs or training at an off-campus educational unit. Credit hours are reported by the parent institution and degrees are awarded in the name of the parent institution.

(11) Pathway Education Center (PEC) -- A higher education center that is on the Supply/Demand Pathway.

(12) Recognized higher education teaching site – A higher education teaching site that is recognized by the Coordinating Board and is included in the Coordinating Board's inventory of statewide teaching sites.

(13) Regional Academic Health Center (RAHC) -- A special purpose campus of parent health-related institution(s) that may be used to provide undergraduate clinical education, graduate education, including residency training programs, or other levels of medical education in specifically identified counties.

(14) Special Purpose Campus -- A major, secondary location of an institution offering programs related to specific and limited field(s) of study, usually with its own administrative structure and usually headed by a Dean. Regional Academic Health Centers are considered special-purpose campuses. Special Purpose Campuses must be established by the Legislature or approved by the Coordinating Board.

(15) Supply/Demand Pathway **(SDP)** -- The Supply/Demand Pathway is a developmental approach to providing access which allows for the gradual increase of resources as demand grows, operating under the principle of avoiding over-commitment as well as under-commitment of state resources.

(16) Texas CIP Classification System -- The Texas adaptation of the *Classification of Instructional Programs* taxonomy developed by the National Center for Education Statistics. The CIP system is used to classify instructional programs and report educational data.

(17) University System Center **(USC)** -- A higher education center administered by a university system or individual institution in a system. It has minimal administration and locally provided facilities.

5.74. – 5.77. No change.

5.78. Supply/Demand Pathway.

(a) The Board has developed the Supply/Demand Pathway as a particular way to address anticipated large-scale enrollment demand in a specified region. The Supply/Demand Pathway shall be used as the model to address higher education needs in areas without ready geographic access to existing public higher education institutions. The general principles set forth in Section 5.76 of this title (relating to General Principals for Off-Campus Educational Units) are even more significant in regard to the larger scale efforts designated as Supply/Demand Pathway initiatives.

(b) An off-campus educational unit is on the “Pathway” when it is awarded that designation by the Board.

(c) The supply/demand pathway consists of three categories:

(1) Category A. Institutions temporarily test the market both in terms of demand and staying power by providing off-campus courses and/or programs by one or more institutions. Should demand decrease or not materialize, courses and programs can be discontinued and resources moved to areas of greater demand.

(2) Category B. As demand increases, offerings may be organized through a multi-institution teaching center or as a university system center as a Pathway Education Center. A group of institutions may request that the Board authorize the establishment of a MITC. Alternatively, a university system may request that the Board authorize the establishment of a university system center. In either case, a lead institution **shall** ~~should~~ be designated to provide leadership for the center and facilitate the provision of programs and resources from other institutions.

(3) Category C. After an entity in Category B has attained a full-time equivalent upper-level and graduate enrollment of 3,500 for four fall semesters, the parent institution(s) and Board(s) of Regents may request that the Board review the

AGENDA ITEM X-H

Page 4

status of the center and recommend that the Legislature reclassify the unit as an upper-level general academic institution – a university. Reclassification may be considered sooner if the center attains a fall semester full-time equivalent enrollment of 3,500 followed the next fall semester by a full-time equivalent enrollment of 4,000. The 3,500 FTSE standard approximates the headcount enrollment included in the current university funding formula as the minimum size needed to achieve economies of scale.

(d) Counting. The following general criteria and standards will be used to determine enrollments applicable to the Supply/Demand Pathway thresholds.

(1) Upper-division and graduate semester credit hours generated in academic courses delivered by the parent universities or by other institutions to on-site students at a Pathway Education Center (PEC) shall be counted towards the relevant Supply/Demand Pathway (SDP) threshold.

(2) Upper-division and graduate semester credit hours generated in academic courses delivered electronically to students on-site at a Pathway Education Center shall be counted towards the SDP threshold. For interactive video courses that originate at a PEC, only students taking the course at the PEC shall be counted.

(3) Upper-division and graduate semester credit hours generated in academic Internet-based courses and other courses offered in non-traditional formats that do not require the physical presence of the student at a PEC for a normal number of contact hours shall not be counted.

(4) Lower-division semester credit hours generated in academic courses offered at PECs shall not be counted towards the thresholds.

(5) Enrollments in extension courses, continuing education and non-formula funded courses shall not be counted towards the thresholds.

(6) Semester credit hours generated in courses that do not receive formula funding (e.g., military science, theology and religious vocations, some basic skills, personal awareness) shall not be counted toward the thresholds. [Reporting. Institutions will report enrollments at centers on the pathway and all off-campus educational units according to guidelines set up by the Commissioner. For the purpose of establishing the need for a new institution of higher education and meeting the enrollment threshold of 3,500 FTE students established in paragraph (3) of this section, internet-based courses and other courses offered in non-traditional formats that do not require the physical presence of the student at the center for a normal number of contact hours will not generally be counted. Exceptions to this general rule may be allowed if prior agreements are made with the Commissioner, but such exceptions will generally only be made for courses that are substantially supported from the center and represent a significant on-going educational need that can most effectively be served from the center.]